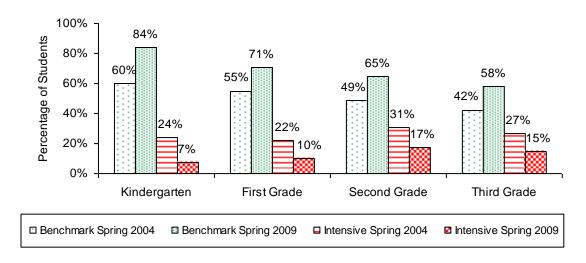
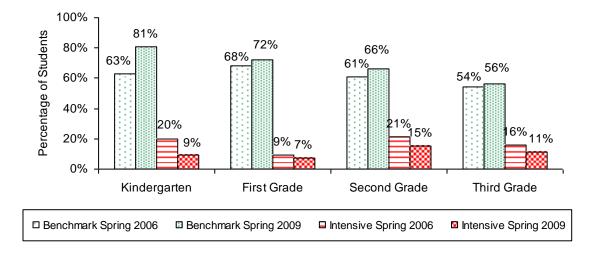


Montana Reading First was successfully implemented in at least 30 schools and between January 2004 and June 2009 touched the lives of over 11,500 students. The majority of the schools received Reading First funding for at least four years. During this time substantial progress was made in increasing the percentages of students reading at benchmark and reducing the numbers of struggling readers. In both cohorts, from their first year of implementation through the last year of funding, the percentage of students reading at benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) increased at all grade levels, and the percentage of students at intensive on the DIBELS decreased at all grade levels.

Cohort 1
Percentage at of Students Benchmark and Intensive, Spring 2004 and Spring 2009



Cohort 2
Percentage at of Students Benchmark and Intensive, Spring 2004 and Spring 2009

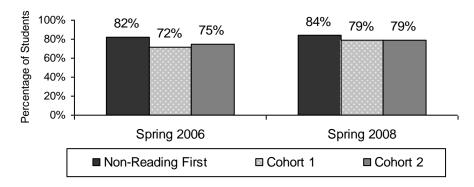


Additional analyses, with this same group of intact students, showed that Montana Reading First was successful at improving the reading skills of at least one-third of struggling readers in cohort 1 and at least one-half of struggling readers in cohort 2. Finally, the majority of students who ended kindergarten reading at benchmark also ended third grade reading at benchmark.

In addition to these successes demonstrated with the DIBELS, analysis of data from the Criterion Referenced Test (CRT) in reading from the Montana Comprehensive Assessment System (MontCAS) showed that the achievement gap between Reading First and non-Reading First schools tightened in the third grade.

- In 2006, the achievement gap between third-grade students in non-Reading First and Reading First cohort 1 schools was 10 percentage points; in 2008, it was five percentage points.
- In 2006, the achievement gap between third-grade students in non-Reading First and Reading First cohort 2 schools was seven percentage points; in 2008, it was five percentage points.

Percentage of Student at Proficient or Advanced on CRT in Reading



Participation in Montana Reading First had a positive impact on more than just the K–3 students in attendance in the schools. Staff members received and valued a wide array of professional development activities including Summer Institutes and Coach and Principal Meetings. These activities were consistently thought to be relevant and of high-quality and to have met the needs of instructional leaders, reading coaches, and reading teachers. In addition, personalized attention was regularly provided to staff members at each Montana Reading First school, as state reading specialists visited the sites and provided technical assistance to improve implementation and increase sustainability.